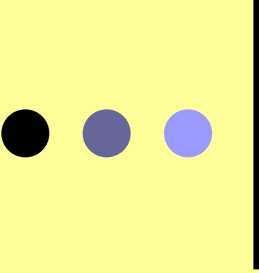


# Professionalism in the CNA Classroom

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January 11, 2008



# Why are we here?

- To develop strategies to teach, promote and reinforce professional behaviors in students.

● ● ● | Try not to have a good time...

this is *supposed* to be educational.

- Charles Schultz





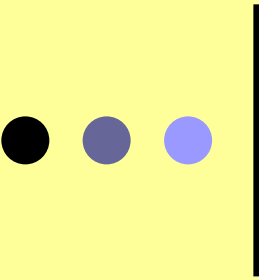
# Why professionalism?

- There is a lack of understanding of professionalism on the part of students, in this case, Certified Nursing Assistant students
- *and* there is a lack of understanding of the importance of teaching professionalism to CNA students on the part of many instructors!



# Nursing Faculty

- A good understanding of what the definition of professionalism is important
- Increased professionalism in CNA students translates into CNA's who
  - are more cognizant of how their behavior, communication and appearance will positively affect their patient care



# Review of literature:

## Characteristics of Professionalism

- the most recurrent characteristics of professionalism include the attributes of
  - conduct
  - caring and compassion
  - responsibility
  - image and appearance
  - honor and integrity



## So specifically, what is Professionalism?

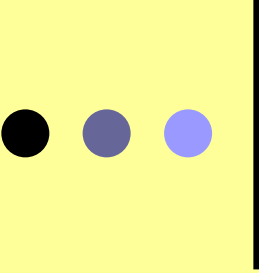
- Professionalism is the conduct, aims or qualities that characterize or mark a profession or a professional person (Concise Oxford Dictionary, 1978).
- **Professionalism is the active demonstration of the traits of a professional.**
  - **Knowledge/skills of a profession**
  - **Commitment to self-improvement**
  - **Service orientation**
  - **Pride in the profession**
  - **Covenantal relationship with the client**
  - **Creativity and innovation**
  - **Conscience and trustworthiness**
  - **Accountability for his or her work**
  - **Ethically sound decision making**
  - **Leadership**



## Review of Literature: lack of professionalism in classroom settings

- Luparell (2004) reports in a recent study of 21 nursing faculty
  - 33 encounters with individual students
  - 3 encounters with groups of students
  - ranged from mildly to severely aggressive behaviors
  - more and more students had an attitude of entitlement
- Lashley & DeMeneses (2001) surveyed 611 nursing programs with 409 respondents
  - almost one-quarter (101) reported objectionable physical contact between student and instructor
- Morrisette (2001) found
  - incivility in the classroom includes
    - arriving late/leaving early, carrying on side conversations, reading the newspaper, sleeping, using a cell phone to talk or text during lecture

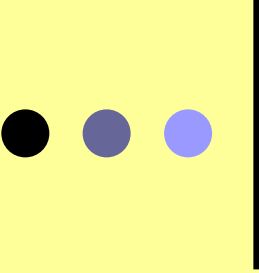




## Review of Literature: lack of professionalism in clinical settings

- Lashley and DeMeneses (2001)
  - very high percentage of respondents described
    - student absences
    - tardiness
    - inattention
    - yelling or verbal abuse in the clinical setting at the instructor or peers
  - “Showing such behaviors in health care settings could be seen as a disregard for professional behavior and may reflect on how students represent themselves to the recipients of services at a later time.”

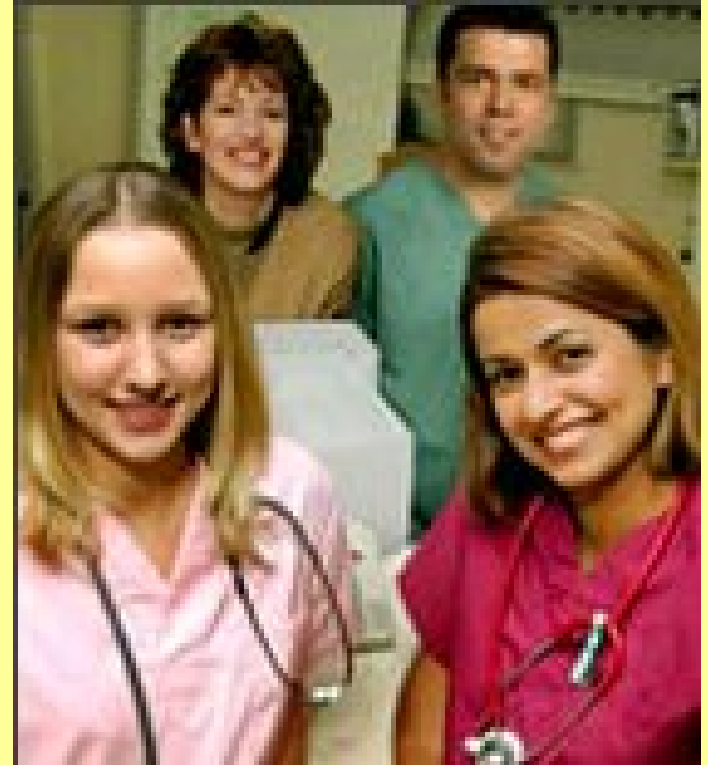
(Lashley and DeMeneses, 2001, pg 85)

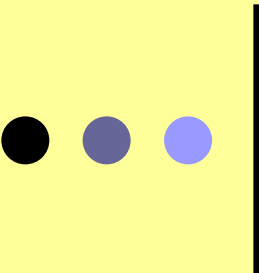


# What about civility?

- So, what do you consider incivility? Will we all agree on what it is?
- What if a student has had a dozen different teachers and each one has different personal expectations and different definitions of civility?

- Professionalism in CNA students
  - civility in the classroom
  - professional behavior that follows classroom rules (Feldman, 2001)
  - giving and getting respect from classmates and instructors (Lashley & de Meneses, 2001).





# **Here's one way to show Professionalism in the classroom . . .**

**Teachers show respect for students and learning.**

- o Knowledgeable about subject matter**
- o Prepared for class**
- o Enthusiasm for the learning process and academic inquiry**
- o Environment of collaborative learning, encouraging active participation**
- o Respect as individuals: student's learning style, background, and demands on time**
- o Set high performance standards and help students achieve them**
- o Clearly state standards for evaluating student work**
- o Return work in a timely fashion**
- o Honor office hours**
- o No language, humor, or examples that may be insensitive**



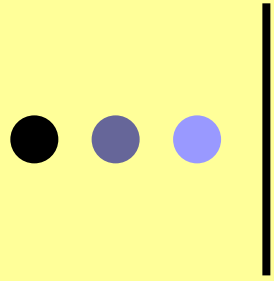
## **Students show respect for teachers and learning.**

- Prepared for each class, lab or clinical
- Approach each class with enthusiasm for the learning process and academic inquiry
- Willing to be active learner
- Value diversity in the classroom, refraining from using language that may be insulting or insensitive
- Commit the necessary time and effort required in each course
- Finish assignments on time
- Communicate with the teacher to prevent an issue from becoming an insurmountable problem
- Respect the learning environment by minimizing distractions as discussed
- Provide candid evaluations and recommendations for teachers

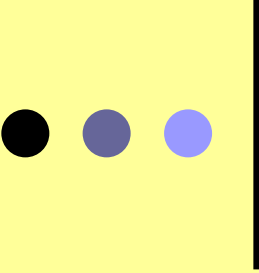


## **Showing Professionalism for CNA Students in Clinicals**

- Confidentiality
- Punctuality
- Proper attire
- Trustworthy behavior
- Caring behavior
- Accepts responsibility for own actions
- Able to seek assistance in nursing care when needed
- Identifies areas where additional knowledge is needed



Some examples from the power point  
we at Coconino Community College  
show all of our CNA students . . .



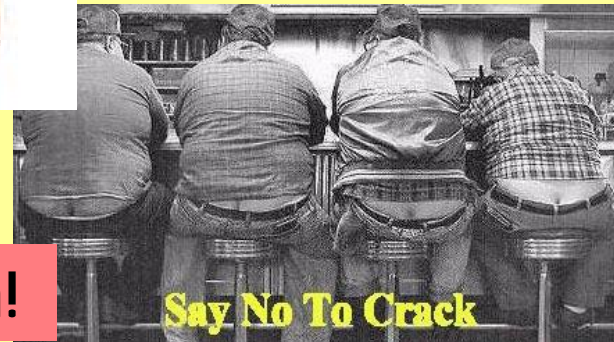
# Dress Code - Classroom/Lab

- Wear comfortable clothes. Nothing should be seen that everyone doesn't want to see! This includes too short shorts, belly shirts, too low of pants, etc. A student with any attire not deemed appropriate or is offensive to other students will be sent home to change and the time counted as absent time.
- **Examples of what not to wear? Well . . .**
  -



Please  
*don't!*

Too Little!!

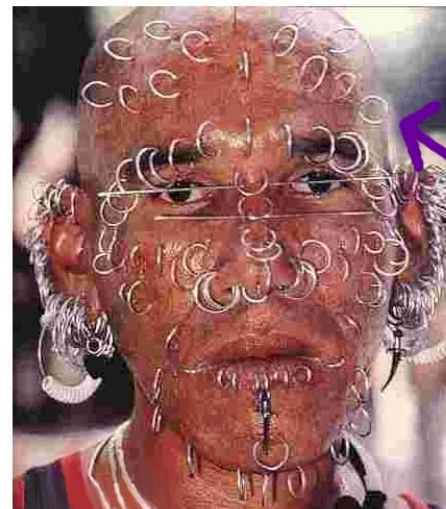


Too Much!

Say No To Crack

**Not Allowed!**

Too scary!





# Uniforms

- Why?

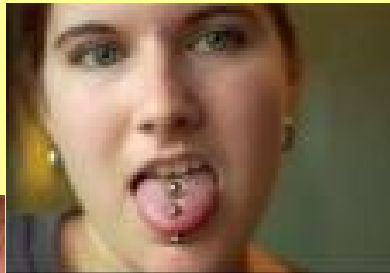
- CCC CNA students are easily identified
- Unified look
- Much more professional style
- Super first impression at all clinical sites
  - Clinicals – **consider them your FIRST interview!**

- Remember this!!

- **“A well-dressed appearance tends to convey a higher level of knowledge and a sincere interest in advancement; on the other hand, a disheveled worker gives the impression of being a disinterested, marginal performer (LaSala & Nelson, 2005).”**



Who would  
you rather  
have come  
take care of  
YOU?!



Thi s?

Or  
Thi s?





## As a reminder:

- Uniforms must be clean **and** free of wrinkles; if a shirt needs to be worn underneath top, it **must** be white
- Jewelry - a wedding band, wristwatch and simple non-dangle (stud) earrings, no necklaces outside uniform
- Nails will be trimmed neatly and not extend past the end of the finger - clear or light pink nail polish is permitted -visibly chipped nail polish is unacceptable
- Students who are not dressed appropriately may not be able to continue until the correction is made
- Hair that touches the collar must be tied back from the face for both female and male students
- Personal hygiene is very important; no heavy perfumes
- **No** chewing gum or candy in the clinical setting
- All requirements are an infection control issue

● ● ● | So . . . What's wrong with this picture?



don't let this be you!! (and get sent home as a consequence!

# What about Attendance?



- Per CCC attendance procedure, CCC students are required to attend regularly and punctually all classes in which they are enrolled. **Per CCC Nursing Department policy, all absences are considered unexcused.** Nursing instructors may grant excused absences at their discretion if the student received PRIOR permission by the instructor, which is rarely granted, and ONLY in extreme circumstances. At the instructor's discretion, late arrivals (tardy) may count as an unexcused absence for that class meeting.
- **The State of Arizona sets the required number of class and clinical hours for a CNA student.**



# Class Times

- Classes start promptly. Ten minutes after start time, the door to the classroom will be closed. If a student arrives after this time, the student will need to wait until a break and the door opens. This time will be accumulated as absent class time. Class will continue until the set class dismissal time. If a student needs to leave early for an unavoidable emergency, please speak to the instructor prior to class time.





# Distractions

- It is ***totally*** inappropriate to distract the class during class times. This includes pagers and cell phones. Pagers and cell phones will be **OFF** at all times both in class and lab/clinical. Please let family, friends, co-workers know about this policy. If you need to be reached for an EMERGENCY, messages may be left with Nancy Holtz, our nursing department administrative secretary at 928-526-7640 and the message will be delivered immediately. If an emergency occurs during clinicals, the student may be reached through the clinical instructor, whose phone number will be given during clinical orientation.





## Distractions – cont.

- o Additionally, **side conversations, reading the newspaper, sleeping, doing homework for other classes and interrupting are distractions.** These behaviors will result in the student(s) being released from class and credited with absence time. All students can assist with this policy by reminding fellow students if the need arises.



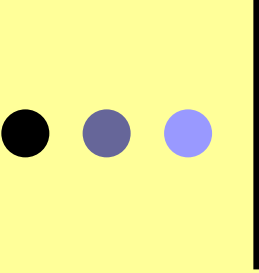
# Respect

- o Mutual respect will be practiced in the classroom. This includes **student to student**, **student to instructor** *and* **instructor to student**.

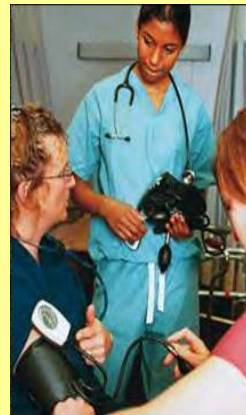


Is *this* all  
there is?

No! We're *not* all about rules!  
This is an exciting time in your  
life as you begin a new career!

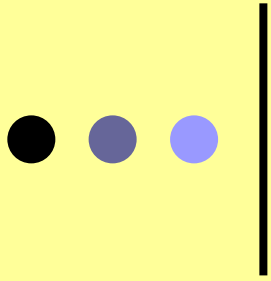
- 
- One way to get the most out of life is to look upon it as an adventure
    - William Feather

● ● ● Let the fun . . .

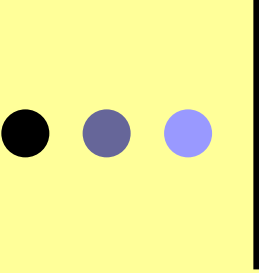


**and adventure**

**begin!**



o Back to us!



# Implications for Nursing Education

- Consistency among faculty
- Faculty as role models
  - “One (faculty) in particular led by example, set the standards high and was encouraging”



## What can we as educators do?

A teacher needs to be strict, careful, and considerate.

- Being strict means:

- Being careful means:

- Being considerate means:





# What else?

- To set standards and the desired tone for a civil classroom, (I) contend that faculty should establish their credentials early on and dress in a fashion that projects professionalism and leadership.

Morrisette (2001)



# What if we have problems?

## **Problem: Talking and inattention**

- Make direct eye contact
- Stop talking
- Don't START talking until have full attention
- Physically move to that part of classroom
- Vary methods of presenting content
- Speak to the student(s) privately



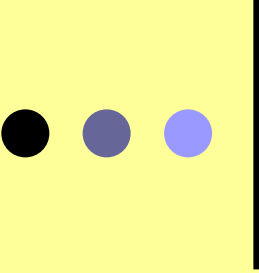
## **Problem: Lateness and inattendance**

- Establish a policy and expectations from the beginning.
- Have a ritual at starting time especially in large classes.
- Speak privately to chronically late students.
- Made sure content covered and learning activities are crucial.
- Logical consequences to missing and being late. Instructor does not own the problem. Do not reteach class.
- Specifically recognize a late student when he/she comes in. "Hi how are you today." Have them sing, or other."



## **Problem: Challenges to authority**

- Don't become defensive.
- If student presses in class, ask to continue discussion later, privately
- Be honest if something REALLY isn't working.
- Saying NO assertively



## What about the Classroom Environment to foster professionalism?

- The authoritative teacher vs an authoritarian or permissive teacher

**Students also need role models in professional and caring behavior. Nursing instructors can do this by:**

- Creating one-to-one time with students
- Using appropriate self-disclosure
- Setting boundaries
- Having high expectations with a belief in students' abilities
- Building a sense of community in the classroom



and *my* mantra?

- Being deliberate about classroom rules, talking about professionalism and respecting each other in the classroom and clinical is vital.
- However, it appears to me that the best way to teach professional values is through modeling — our modeling - especially modeling that occurs in real-life situations!



# and some final words . . .

- Make behavioral expectations clear in your syllabus.
- **Talk about yourself.**
- Learn about your students.
- Earn trust by being trustworthy.
- **Prepare students for active learning by encouraging them to see learning as a process, not a product.**
- Use collaborative projects and group dialogue as an opportunity for students to set and meet expectations for themselves.
- Model adult behavior.
- **Be alert for symptoms of mismatched expectations.**



## Further questions to think about . . .

- How can we overcome the resistance to teaching professionalism?
- **How do we know that what we are teaching about professionalism is working?**
- Does teaching professional behavior ensure professionalism?





# Conclusion

- Ultimately CNA educators need to be encouraged in the academic world to be more aware of the teaching of professionalism in both the class and clinical settings.
- **I will challenge every one of us to look at ourselves as role models and mentors and how we *teach and live* professionalism!**



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